



TRACKING MY FEELINGS

This simple emotion and activity tracker is designed to help individual children identify emotional trigger points and moments of positivity in their day-to-day life.

When a child is feeling heightened emotions, they may sometimes find it difficult to identify specific causes. They may also struggle to employ coping strategies that work well for them.

The child can work with an adult to complete this tracker throughout a day at school, naming and scaling their feelings and attributing them to events in the day that may have increased either positive or negative emotions.

Regular review with an adult will help to identify points of the day that led to positive or negative emotions and can help pinpoint why this was the case. The results can then be used to plan further opportunities for positive moments, identify triggers to avoid, and build a bank of coping strategies for the child.

Staff may want to make additional notes to the tracker to add details and attribute reasoning to any incidences. If children are able to articulate reasons, they could support here also. There is a weekly summary box to review how the week went with the child and to identify any patterns.

An example has been completed for guidance, along with a blank version, in order to be adapted to suit the situation for each child.

EMOTIONS PROMPTS



WORRIED



SURPRISED



CALM



SCARED



EMBARRASSED



SAD



HAPPY



CONFUSED



ANGRY



DISAPPOINTED



POSITIVE



RELAXED



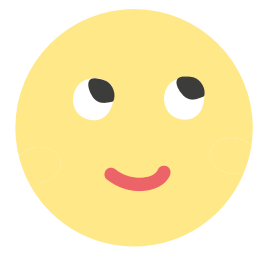
ANXIOUS



JOY



PROUD



CONTENT



FRUSTRATED



UNCOMFORTABLE



PEACEFUL



LONELY



COMFORTABLE



MISERABLE



EXCITED



CONFUSED



ANNOYED



STRESSED



RELIEVED



OK



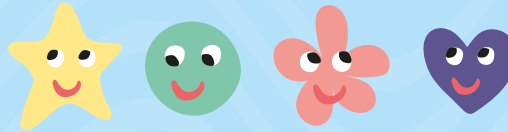
NEGATIVE

Note: when tracking feelings children should try and describe the different feelings at that time and to what degree they are experiencing them, for example: 'mainly excited, a bit anxious' or '90% excited, 10% anxious'.



**Sign up to Mentally
Healthy Schools for
more resources**

EXAMPLE FEELINGS TRACKER



COMPLETED WITH

Ms Doyle

DATES

9th - 13th November

NAME

Masuma

MONDAY

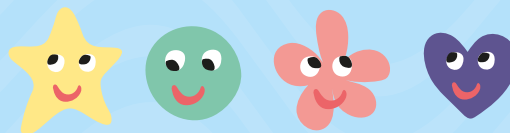
	ACTIVITY	FEELING	REASON (optional)
1	Coming into class/leaving mum	A bit sad but ok because Ms Doyle was there	I don't like leaving my mum
2	Maths	Happy	It's my favourite lesson
3	Break time	Really angry, annoyed, upset	Argument with friends at break
4	PE	Really excited and proud	My team won the game
5	Hometime	Tired and a bit grumpy	

TUESDAY

	ACTIVITY	FEELING	REASON (optional)
1	Coming into class/leaving mum	OK	
2	Phonics	Frustrated	I found it difficult
3	Breaktime	OK	
4	Maths	Comfortable	
5	Hometime	Happy to see mum	

EXAMPLE

FEELINGS TRACKER



WEDNESDAY

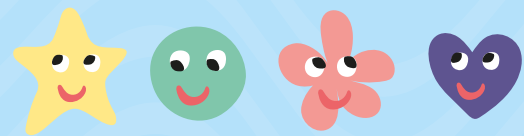
	ACTIVITY	FEELING	REASON (optional)
1	Coming into class/leaving mum	Happy	Looking forward to seeing my friends
2	Phonics	Calmer	Because I had help
3	Break time	Upset, lonely	
4	Art	Joy, I enjoyed the activity, it was fun	Because I had help
5	Hometime	Positive	I can't wait to show Mum the art I made

WEEKLY SUMMARY:

When discussing the week Masuma felt that overall she likes being met at the gate, this seems lead to a more positive start in the mornings.

Break times can be a challenge, but Masuma is great at PE and usually finds the lessons enjoyable, so we talked about getting involved in an organised sports game during break times which may help with this. Perhaps peer support from older children could help here.

FEELINGS TRACKER



COMPLETED WITH _____
DATES _____
NAME _____

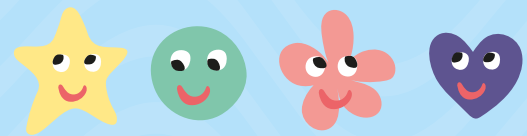
MONDAY

	ACTIVITY	FEELING	REASON (optional)
1			
2			
3			
4			
5			

TUESDAY

	ACTIVITY	FEELING	REASON (optional)
1			
2			
3			
4			
5			

FEELINGS TRACKER



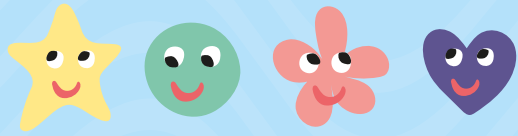
WEDNESDAY

	ACTIVITY	FEELING	REASON (optional)
1			
2			
3			
4			
5			

THURSDAY

	ACTIVITY	FEELING	REASON (optional)
1			
2			
3			
4			
5			

FEELINGS TRACKER



FRIDAY

WEEKLY SUMMARY:

	ACTIVITY	FEELING	REASON (optional)
1			
2			
3			
4			
5			